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ABSTRACT

The purpose of this article is to delineate the charges being brought against education today. An historical perspective and brief survey of the preceding decades concerning educational reform are given. Varying representative levels of criticism toward the elementary, middle school, and high school levels are discussed. A sample review of the criticism being made against higher levels of learning is also depicted, particularly at the undergraduate level in the nation's universities and colleges. In addition, a condensed reflection and evaluative emphasis on teacher preparation programs is included. The article is in two parts. The first part includes the survey and review of the literature as well as the citing of the problems stated. The second part deals with fashioning a conceptual approach to addressing those challenges to schools, colleges, and departments of education noted in the first part of the article. This recommendation for infusion of teacher education programs with such an understanding is not meant to serve as an instructional sequence model. However, it is meant to serve as a request for readers to consider developing their own conceptual and operating models based upon the priorities they uniquely face and those voiced in this article. (Contains 142 references.) (Author/SM)

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An Opportunity to Reconceptualize Teacher Preparation Programs By Infusing a Liberal Arts and Educational Foundations Strand into the Core Curriculum

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Abstract

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The purpose of this article is to delineate the charges being brought against education today. An historical perspective and brief survey of the preceding three decades concerning educational reform are given. Varying, representative levels of criticism toward the elementary, middle school and high school levels are discussed. A sample review of the criticism being made against higher levels of learning is depicted also, particularly at the undergraduate one in the nation's universities and colleges. In addition, a condensed reflection and evaluative emphasis on teacher preparation programs are highlighted.

The article is in two parts: the first part being the survey and review of the literature and the citing of the problems stated. The second part deals with fashioning a conceptual approach toward addressing those challenges to schools, colleges and departments of education [SCDEs] noted in the first part of the article. This recommendation for infusion of teacher education programs with such an understanding is not meant to serve as an instructional sequence model. However, it is meant to serve as a request for readers to consider developing their own conceptual and operating models based upon the priorities they uniquely face and those voiced in the perspective held in this article.

A.K. Carreiro

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An Opportunity to Reconceptualize Teacher Preparation Programs By Infusing a Liberal Arts and Educational Foundations Strand into the Core Curriculum[1]

The purpose of this article is to delineate, first, the charges being brought against education today. A historical perspective and brief survey of the preceding three decades to the present will be made. This portrayal will look at the varying, representative levels of criticism given at the elementary, middle school and high school levels. Equally well, a sample review of the criticism being made against higher levels of learning is depicted, particularly at the undergraduate one in the nation's universities and colleges. In addition, a condensed reflection and evaluative emphasis on teacher preparation programs are emphasized. Typical samples and documents of the critical comments being made in this educational area are cited and enfolded within a brief discussion concerning their relevance to this paper. The article is in two parts: the first part being the survey and review of the literature and the citing of problems being stated. The second part deals with fashioning a conceptual approach toward addressing those challenges to schools, colleges and departments of education [SCDEs] noted in the first part of the paper. This recommendation for infusion of teacher education programs with a liberal studies and educational foundations strand is not meant to serve as an instructional sequence model. However, it is meant to serve as a request for colleges and universities to consider developing their own conceptual and operating models based upon the priorities voiced here in this paper. It is hoped that the priorities and emphases

discussed herein will help provide for unifying structures that are permeated with the qualities and essential elements that the liberal arts and educational foundations offer to preservice teacher education courses.

PART ONE: CALLS URGING GENERAL EDUCATIONAL REFORM

The cries for reform and the criticism being brought against education in general, as well as teacher preparation programs, today are legion. From the outset, these critiques can be described as being broad ranged, as they come from a wide variety of societal levels. Table 1 below provides the reader with a visual synopsis of most of those critiques against the overall educational system in the United States that are briefly mentioned here in this paper. It is not within the scope of this article to share an in-depth look at each call for reform. However, for further information about these respective references, the reader is urged to refer to the appropriate citations given in the End Notes and Bibliography sections found at the conclusion of this paper.

TABLE I

LIST OF PROBLEMS AND ISSUES BEING CITED ABOUT GENERAL EDUCATION

Source	*Problem/Issue*
Ravitch (1983)	• Describes three phases of reform from the 60s to the 80s
Boyer (1983)	• Provided detailed recommendations & proposals for school reform
Goodlad (1990/1984)	• Highly skeptical about efficacy of school, especially at high school/university levels • Gave specific proposals

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Sizer (1985)	• same as above in Goodlad (1990/1984)
Powell et al (1985)	• critical study of high schools
Darling-Hammond (1985)	• educational critique shedding further light on alarming conditions occurring in the field
Lapointe et al (1988)	• same as above in Darling-Hammond (1985)
Cheney (1988)	• same as above in Darling-Hammond (1985)
Committee on Policy for Racial Justice (1989)	• same as above in Darling-Hammond (1985)
National Governor's Conference (1986, August)	• advocated public schools reappraise their organizational structures • advocated giving parents & students choices in selecting public alternative schools, thereby allowing parents consideration in choosing those schools best suited for their children
Berube (1988)	• critically analyzed debilitating impact of unions upon collective bargaining between teachers & schools
Lieberman (1986)	• American education must find alternative answers to educating the young and to go beyond public schooling as the only vehicle for schooling
Kozol (1992, 1985)	• Bleak societal conditions negatively confronting & adversely affecting children, families, schools and greater society

Upon examining these critiques, one may see that all educational critics, despite their differences, have a deep and abiding concern for the health of the American educational system. There is a prevalent belief held by all that serious erosion and the loss of integrity in educational efficacy (Evers, 1998) is occurring academically, and especially instructionally, between teachers and students, as well as between society's lowering esteem of schooling in general. Intellectual achievement and success are superficially attained, at best (Aaron, 1996, Summer). For example, in evaluating student performance in the United States from an international perspective, the Organization for

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Economic Cooperation and Development [OECD] has ranked member nations' educational achievement from North America, the Pacific Rim and Western Europe, and has found the U.S. sorely lacking in academic success (Walberg, 1998, July). This OECD work is considered to be "The largest and most rigorous international achievement surveys ever conducted" (Walberg, 1998, July, p. 6). The data found therein illustrate and show for the first time "in one place the rankings of the progress of the economically advanced countries for all ages and school subjects recently surveyed" (Walberg, 1998, July, p. 6). Walberg (1998, July, p. 6) makes the below stated observation about the poor performance American students made in terms of their international standings with their peers in other nations.

The rankings show that in the subjects surveyed — reading, science, and mathematics — U.S. schools ranked last in four of five comparisons of achievement progress. In the fifth case, they ranked second to last. Between eighth grade and the final year of high school, the U.S. slipped further behind other countries. Because they made generally the poorest progress, at the end of secondary school U.S. students ranked last in mathematics and second to last in science among those in advanced industrial countries. Nonetheless, U.S. expenditures on primary and secondary schools were third highest among more than 20 countries.

Walberg completes his summary above by saying that while this country spends almost more than any but two other nations, we are near last or at the bottom in academic success. He adds that as a result of these findings, "U.S. schools can fairly be termed the

least productive among those in economically advanced countries" (Walberg, 1998, July, p. 6).

Attendant with such poor performance indicated above, motivation to manipulate the system seems legion on the part of many throughout the school communities across the country (Gatto, 1993). Poor justifications backed by poor rationales attempt to explain poor performance rendered and low standards poorly defended, while nevertheless being maintained. Compromises and trade–offs made across all facets of educational work weaken quality of work rendered. Never have so many ill–trained teachers taught so many ill–prepared students. Bureaucratic systems entrenched in economic considerations without ethical and democratic checks and balances tend to monopolize thought and action; they render forced socialized conditions in highly politicized environments (Chubb & Moe, 1990; Chubb, 1989) rather than encouraging people in the high art of being sociable and amenable with one another. Summatively, the criticism brought against education implies that the educational community and the larger society cannot resolve the great concerns and conditions of our times. Also, because school communities negatively mirror these concerns and conditions just as paradoxically and witlessly as in the larger society, such a combined reality is a cause for even graver concern because it creates greater unresolved problems.

When the local schools, home and national communities cannot determine the greatest good for their people, certainly determining the higher value between that of having an education or having a new car becomes a lost art and a descent into crass materialism. A *market–driven culture* (Shorris, 1997) ignited by the cult of the dollar establishes a baseline threshold that money is equivalent to wealth, and as such, it

becomes the ideal attainment for human ends and ultimately shapes perceptions of educational value. Many of our country's high school parking lots are filled with shiny, late model cars, while our schools our filled with fuzzy, outdated students, teachers, administrators and educational practices. Engines purr with the sound of sleek prowess in the early mornings and mid–afternoons, as schools fall by the wayside with the dearth of promises kept, qualities of excellence not upheld and relationships between individuals are squandered away during school hours.

Being a *knowledge motivated person* (Pirsig, 1974, p. 176) no longer translates as being meaningful, or even a worthwhile goal to attain. Being an extrinsically motivated person becomes the new norm through the ritual attainments of material things and being absorbed in the rites of consumerism. Accordingly, if a school, nation or corporate empire perceives that the single, or the highest value, or aim is found in material well–being, then material progress is its only quest. The caress of this doctrine upon such concepts as an education of value becomes a Midas touch. It turns everything into one, and only one, now meaningless value. "The starved logic that sees money as *the* most desirable result of education — that knowledge is money or should be directly convertible to it" (Engell & Dangerfield, 1998, May/June, p.) places a criteria of evaluation upon curricula and programs by universities and academe that is witnessing the demise of the liberal arts. It is at the heart of this skewed valuation that the premise of this paper rests. The decline of education, especially at the teacher preparation level, may well be seen as a result of the demise of the humanities (Engell & Dangerfield, 1998, May/June), liberal arts and educational foundations being stripped away from all facets of their respective college curricula. From what this author perceives in the following

surveyed educational criticism, curricula erosion and cries about school decline go hand in hand with one another. The loss of educational vitality, intellectual rigor and imaginative, considerate teaching witnessed in teacher education programs becomes all the more apparent when such intellectual decay (Anderson, 1996) is made manifest through such critical examination.

Since the 1960s to the beginning of the 1980s, Ravitch (1983) described the pleas and call for change about the failing of American education (alluded to and illustrated above) as being in three phases. She delineates those three periods as those being "the *crisis literature* of the 1960s; the *open education literature* of the late 1960s and early 1970s; and the *evaluation literature* of the 1970s" (p. 366) [italics mine]. Ravitch (1983) further characterized this crisis literature as "snapshots of educational disaster areas, refracted through the eyes of writers with a strong social conscience" (pp. 366, 367).

From hindsight, we know the literature critical about American education did not cease or even abate in the 1980s. Those earlier "snapshots of educational disaster areas" that took place in the 60s and 70s, to which Ravitch (1983, pp. 366, 367) referred, continued to be taken in the 80s and 90s, too. For instance, in 1983, the major report significantly affecting the educational reform movement was the publication of the National Commission on Excellence [NCE] Report, *A Nation at Risk*. Complementing this report was the work done by Boyer (1983) who provided detailed recommendations and proposals for school reforms. Some of the particular concerns of the NCE report and Boyer's work led to new cries in addressing the elimination of illiteracy and raising SAT scores, as well as encouraging Americans to place more emphasis on programs for the brightest students. Goodlad (1990/1984) and Sizer's (1985) work also were highly

skeptical about the efficacy of American education, particularly at the high school and university levels, and they contributed their specific postulates, principles and proposals for reform as well. Interviewing 1,350 teachers over a three-year longitudinal span of study, Goodlad discovered that most went into the profession with appropriate ethical and professional values, yet they "encountered in schools many realities not conducive to professional growth" (1990/1984, p. 194). These realities are seen in teachers' increasing work loads, their low pay, their creative energy being stifled, despair and apathy rising exponentially within their ranks, and their being treated unprofessionally. Along with experiencing continual pressure from bureaucrats, administrators and parents within and outside the school system, teachers find that the task of teaching is greatly diminished, as Sizer's work (1992, 1985) depicts.

Powell et al (1985) also made a critical study of high schools. This study is a good representative sampling of the crisis reform literature in the 1980s. Here, schooling is shown to be equivalent to modeling, packaging and marketing the structure and systems used in American shopping malls. Of the many examples of the assessment and appraisal literature of that time, Darling–Hammond (1985), Lapointe et al (1988), Cheney (1988), and the Committee on Policy for Racial Justice's (1989) stand out as educational critiques that shed further light on alarming conditions occurring in the field. The Natienal Governor's Association conference (1986, August), chaired by then governor of Tennessee, Lamar Alexander, released a report advocating public schools reappraise their organizational structures and give parents and students choices[2] in selecting public alternative schools, thereby allowing parents consideration in choosing those schools best suited for their children.

To add further salt in the wounds of criticism toward American public school education, Berube (1988) also critically analyzed the debilitating impact of unions upon collective bargaining between teachers and schools. Rancor, animosity, alienation and hostile work environments become commonplace, negative qualities that are all the more debilitating when added to divided school boards, frustrated citizens and fractured communities. Lieberman (1986) posited, amongst the continuing ground swell of other radical calls for reform,[3] that American education must find alternative answers to educating the young. She advocated going beyond public schooling essentially because public schools were no longer effective at all in addressing the many concerns plaguing it. New models of schooling were, and are, desperately needed that are systemic (Thompson, 1994, May) in nature and not superficial, short-term innovations.

During this present decade of the 1990s, as we rush now ever faster toward the new millenium, the calls for reform also pulse quickly. Individual academicians[4] and groups of scholars[5] strongly urge for change to take place. Professional organizations[6], private[7] and governmental agencies[8] add their force to the weight of educational reform, too. Citizens from the private sector[9] to governors[10] in the public one (Kramer; Bushweller, 1995, September) are respectively contributing to the calls and demands being made for educational change. Radical reform in the high school by having it replaced because of its being obsolete[11] and other calls for restructuring[12] of schooling are now common fare.

Schools and families today face a deluge of societal challenges that directly effect them and their relationships between one another. Table 2 below, through a partial listing of these societal challenges, schematically illustrates a comprehensive glimpse of their

daunting and interwoven effects upon family, individual and greater societal experiences and levels.

TABLE 2

LIST OF SOCIETAL PROBLEMS AND ISSUES AFFECTING GENERAL EDUCATION

family experiences and levels	• changing family structure • changing family size • age • race • religion • education • socioeconomic
individual experiences and levels	♦ violence {ex., rape, murder, aggravated assault, robbery} ♦ abuse ♦ neglect ♦ poverty
greater societal experiences and levels	• sexism • racism • ethnicity • suicide • at risk children • crack babies • increased sexual activity • sexually transmitted diseases • Aids • sexual harassment • chemical, alcohol & drug dependencies

Single–parent families, families with two wage earners, two–parent families with one wage earner, joined, reconstituted or blended families, homeless parents and teenage parents are examples of types of families having a plethora of conflicting concerns,

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arguments and respective issues in and between schools and families.[13] Other aspects of age, culture, race, family size, religion, education, socioeconomic levels and experience confront the schools with the need to keep current with their understanding of their students' home environments and challenge how well they relate to children's performances and problems faced there and in the schools. American children are subjected constantly to environments threatening their safety, their learning ability, and their peace of mind. Violence, abuse neglect and poverty are realities all too common for them. The U.S. Bureau of the Census' Statistical Abstract (1993, 469–471) reveals that children in America are more likely to live in poverty, as it is defined by the federal government, than any other age group. Such adjectives like *grim*, *bleak*, *insufferable* and *hopeless* have been applied to those conditions in which children are found suffering as can be found in Kozol's (1992, 1985) work, let alone for typifying such conditions in American schools and in the fate of the United States.[14]

Crime, for victims and perpetrators alike amongst and against children, as in the numbers of rapes, murders, aggravated assaults, and robberies, can arguably said to be increasing in levels or degrees of violence both in and out of schools across the country.[15] Nevertheless, and notwithstanding the veracity of the former statement, the author believes that poverty of such proportions is criminal in itself, as well as debilitating to all citizens, whatever the statistics reveal. The loss of one child, the loss of the full flowering and realization of one student's potential, is insufferable by its own sense of tragedy and ruin of innocence alone. Accordingly, and based upon similar sentiments of concerns as this author's, a spate of restrictive and stringent laws have been made by congressional representatives in many state legislatures over the last five years. Imposing

new penalties against weapons possession in schools, efforts are being made to assist communities and schools in handling crime by preventing violence from occurring in the firstplace.[16]

Issues of sexism,[17] racism,[18] ethnicity,[19] suicide,[20] at–risk children,[21] crack babies,[22] sexual activity[23] and sexually transmitted diseases [STDs], including AIDS[24] as an overwhelmingly related issue ,sexual harassment[25] and chemical, alcohol and tobacco dependencies[26] collide with ideological,[27] philosophical and cultural battles[28] in the schools. As indicated in the following depicted Table 3 below, a bewildering array of critical issues shoulders their way amidst the more genteel issues of schools "merely" intellectually preparing the young. Please note that this listing is only a partial one. Its abbreviated form ostensibly points to the exacerbated impact that the existing total amount of critical issues makes upon the teaching profession.

TABLE 3

CRITICAL ISSUES, IDEOLOGICAL & CULTURAL BATTLES BEING WAGED

Individuals	➢ school choice ➢ home schooling
Families	➢ special needs programs ➢ inclusion
Communities	➢ who controls the schools ➢ funding concerns
Nationally	➢ increasing litigation ➢ union/management relationships ➢ excessive regulation

School choice, home schooling, special needs programs, who controls the schools, funding issues,[29] and increasing need for documentation in a litigious society[30] also

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inundate teachers, parents, students and citizens in every community across the United States. Hence, teaching is not a profession for the faint–hearted and ignorant, but it is more than ever one demanding the finest caliber of professionals and creative problem solvers than ever before, all of which creates situations demanding greater reform, especially in the public spheres of education and schooling.

Bearing equally down upon the colleges of education and their respective teacher preparation programs, a sizable portion of criticism has been leveled at them,[31] as well as at the quality and educational effectiveness of higher education in general.[32]

TABLE 4

LIST OF PROBLEMS & ISSUES BEING CITED AT LEVEL OF COLLEGES OF EDUCATION & TEACHER EDUCATION PROGRAMS

Yeo (1998, Spring)	• teacher education programs predominantly reflect a one–dimensional, industrial & urban model • limited modes of available instructional delivery
Baker (1994, April)	• too many federal, regional & state mandates & politicized standards • polyglot accretion of governance, accreditation fights & criss–crossed policies
Apple	• schools beset with hegemonic political, cultural & turf warfare which interferes with effective teaching mission
Giroux	• same as above in Apple
Mainord et al (1991, November 15)	• have to teach lower quality students compared to those higher quality students found in other college departments
Moskowitz & Stephens (1996, November)	• new teachers not being given enough practical experience during their pre–service training • nor is such training linked to follow–through teacher induction programs • nor is it informed by demands & needs of entry–level & beginning

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	teachers
Little (1993)	• alarming amount of teacher retention loss • poor quality of teacher knowledge • poorer quality of teaching force • low capacity in acting as an autonomous profession capable of exerting ownership in its own development, maturation & evolution
Ingersoll & Gruber (1996, October)	• large percentage of core academic subjects taught by teachers without adequate educational qualifications in fields they are assigned to instruct (often referred to as out-of-field teaching • inadequacies in staffing • students access to quality education • poor teacher knowledge in core subject areas
National Commission on Teaching & America's Future (1996, September)	• portrays importance & quality of teacher training as integrally linked with effective & successful school reform • to transform learning teachers need to play key roles in intellectual metamorphosis
Henke et al (1997, July)	• same as above in National Commission on Teaching & America's Future (1996, September)
Dilworth & Imig (1995, June)	• centrality of teacher education & professional development to reform process also recognized by National Education Goals Panel
Holmes Partnership (Group) (1995, 1990, 1986)	• creation of Professional Development Schools [PDS] as reform attempt in and of itself

Much of the criticism, as indicated above in Table 4, echoes the above-noted concerns primarily because preservice education programs are accused of maintaining past practices that cannot cope with present-day realities. More of the same rubber-stamped teaching widgets cannot but fail to worsen conditions rather than improve them. Specific charges against teacher education, for example, comprise attacks upon its being predominantly an urbanized, one-dimensional industrial model (Yeo, 1998, Spring) with

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limited modes of instructional delivery. Such a flatly linear service model is burdened by top–heavy administration (Engell & Dangerfield, 1998, May/June), along with many disenfranchised instructors, students and parents. There are also too many federal, regional and state mandates accompanied with politicized standards (Chubb & Moe, 1981). A polyglot accretion of governance and accreditation fights and criss–crossed policies (Baker, 1994, April) flood education with bureaucratized lassitude that is beset furthermore with turf, hegemonic and cultural warfare. This anesthetized beast, or sleeping giant, called teacher schooling also shakes its head from the torpor received from an incessant pummeling concerning its manner of instruction. Having to educate lower quality students compared to other declared majors in other college departments such as in the natural sciences and liberal arts colleges,[33] and suffering from a comparable crisis in prestige, increases the toll being exacted upon teacher education.

Teacher training institutions, in addition, are criticized for their new teachers not being given enough practical experience during their preservice training; neither is this training bridged to a follow–up teacher induction program, nor informed by demands and needs of entry–level and beginning teachers.[34] Teacher retention loss is a concern, along with the dual worry about both the competence and quality of teacher knowledge and the quality of the teaching force, especially as an autonomous profession capable of exerting ownership in its own development and evolution (Little, 1993).

Out–of–field teaching concerns, wherein "many students in public schools in grades 7–12 were taught core academic subjects by teachers without adequate educational qualifications in the fields they were assigned to teach" (Ingersoll & Gruber, 1996, October, p. x), also are being made. Such concerns address inadequacies in school

staffing as well as students access to a quality education. Teacher knowledge, especially in core subject areas is an important benchmark for qualified teachers and quality teaching. "[E]ven a moderate number of teachers lacking such minimal training prerequisites is a strong indication of inadequacies in the staffing of schools. Indeed, if a higher criterion had been adopted, such as requiring teachers to hold a college major instead of a college minor in the field, levels of out–of–field teaching would have increased dramatically" (Ingersoll & Gruber, 1996, October, p. 25).

Two reports, that of the National Commission on Teaching and America's Future (1996, September), and that of the National Center for Education Statistics (Henke et al, 1997, July), basically portray the importance and quality of teacher training as being integrally linked with successful school reform. If learning is to be transformed, teachers will, and should, be playing key roles in such intellectual metamorphoses. In mid–1994, the National Education Goals Panel recognized this centrality of teacher education and professional development by its being designated as such to their other established aims and goals (Dilworth & Imig, 1995, June) leading to successful educational reform. While the Holmes Partnership (Group), a consortium of American research universities, advocates the creation of professional development schools [PDS] (1990),[35] such schools are not without their challenges[36] and their critics,[37] as the reader can see from perusing Table 5 below.

TABLE 5

LIST OF PROBLEMS & ISSUES BEING CITED AT THE

PROFESSIONAL DEVELOPMENT SCHOOL LEVEL

McNaughton & Johns (1993, Summer)	• present a chronicle of events in this reform movement leading to PDS creation
Myers (1996, April 10)	• those involved with PDS need to set goals directly linked to greatly enhancing student & teacher learning • critically need to examine variety of perspectives that exist regarding ①nature of learning, ②learning & schools, along with ③ teachers' knowledge base, ④teachers' learning, and ⑤teachers' professional development • need to focus on changing bases upon, and environments in, which students & beginning teachers learn to teach
Labaree (1995, Winter)	• decry emphases placed upon schools of education in focusing solely upon teacher preparation • decry emphases placed upon teacher preparation faculty concentrating solely on professional development • narrowing educational research to such singular areas & degrees immediately above gravely confines potential research work & related contributions to the field of education, specifically, as well as to that of American education, generally
Labaree & Pallas (1996a, June/July, 1996b, June/July)	• not only are such precedingly stated perspectives & emphases too simplistic, they are anti-intellectual, counterproductive & contradictory • schools of education need to adopt their own unique & respective approaches to future situations & challenges to education, not just accept one set of standards

On a presentational and informational level, scholars such as MacNaughton and Johns (1993, Summer) have discussed various aspects, some of the potential problems and future prospects of the PDS. These scholars consider the recent history and emerging role of professional development schools and give a portrayal or depiction about how

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these schools operate without offering any criticism. More acerbic critics than MacNaughton and Johns, such as Myers (1996, April 10), have stated that those involved with PDS need to set themselves goals that are directly focused upon greatly enhancing student and teacher learning. Myers also argues that efforts in these schools unfortunately center mostly upon forging and establishing partnerships between university–school relationships. These predominantly directed efforts also extend to specific operational and mechanical logistics, and in getting university educational instructors together with preK–12 instructors. Myers found that less regard is spent upon critically examining the variety of perspectives that exist regarding the nature of teaching, learning, and schools, along with teachers' knowledge base, learning and professional development. Attention to new teacher induction seems to overshadow a complementary focusing upon changing the bases upon, and environments in, which student and beginning teachers learn to teach (Myers, 1996, April 10).

Heavier to severe criticism has been leveled against the Holmes Partnership's (Group) advocacy of professional development schools.[38] This criticism decries the emphases being placed by schools of education in focusing exclusively upon teacher preparation and upon urging faculty to concentrate their research solely on professional development. Critics in these areas think that narrowing educational research to such a singular degree will gravely confine potential research endeavors and contributions to the field of education. In addition, not only is this emphasis overly simplistic, it is also egregiously anti–intellectual, counterproductive and contradictory. They believe that if such a vision of education is followed it will totally constrict these institutions broad array of work and contributions to American education, particularly at instructional and

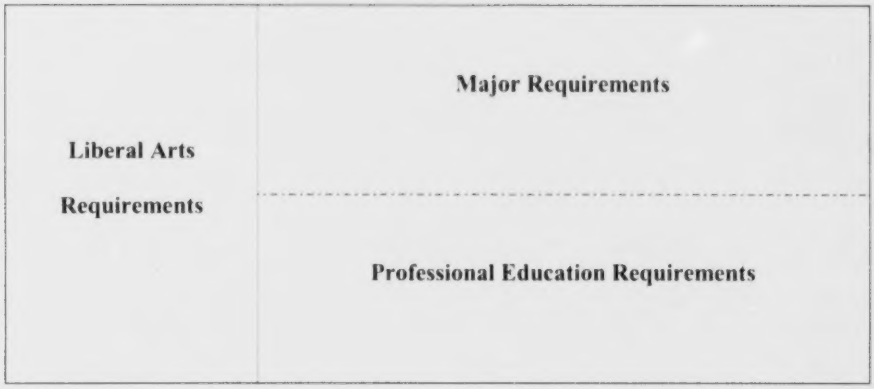
intellectual levels. Instead of schools of education adopting one set of standards, these critics argue for schools of education to develop their own unique and respective approaches to future situations and challenges education will be facing.

Part Two: Infusing a Liberal Arts and Educational Foundations Strand into the Core Curriculum

In the spirit of the last statement made in the above paragraph, conceptually designed models of a core teacher education program are thereby recommended to be engaged by the reader's consideration, reflection and development initiative. It is understood that the purpose of creating these models is to infuse the larger teacher education programs with liberal arts courses that palpably demonstrate the scope and specificity of their domains. An equivalent purpose of this paper's recommendation is to invigorate the core teacher preparation curriculum with a liberal arts infusion as well as reinforcing, perhaps even reviving in some cases, a rigorous infusion of educational foundations courses.

Table 6

Structure of Typical Curriculum Model used in Teacher Education Programs



In other words, these course infusions are employed to allow their individual epistemological structures to enrich curricula offerings. Having liberal arts and educational foundations' perspectives in core education courses can help lead teachers toward better understanding, using and more easily manifesting the integration and unity of knowledge teachers need to have in their daily pedagogical practice.[39] Hence, rigorously taught course in all three areas shown above, in the liberal arts, in the major, but especially in the professional, requirements, will be vigorously infused with liberal arts and educational foundations strands. Such an infusion is important because it can address, or at least begin to respond to, invigorating and expanding preservice teachers' repertoire of knowledge referred to above. This contextual understanding of knowledge will help them be more successful in their abilities and capacities to rise to the varying levels and complexities of challenges confronting professionals in the field of education today.

Steeping the core professional teacher course work with liberal arts and foundational thought provides another means in responding to Goodlad's (1990/1984) recommendations leading toward effective learning environments. Education and instruction in professional teacher requirements courses can benefit from the definitive

ways in which the liberal arts and educational foundations structure, examine and make inquiries into the phenomena of their respective domains and fields of study. "Funny book" courses for teachers must end. Being reflective, challenging basic assumptions, and appraising the nature of reality, knowledge and value of the greater society are all qualities of the liberal arts and educational foundations which, when used in their totality of study, can only be of inestimable service to teachers. Acquiring, possessing and activating the full literacy and critical thinking abilities of which an educated teacher embodies are facilitated by such core curricula infusions in preservice training. This critical enculturation provides students and teachers greater means of (1) articulation, and (2) expression toward deeper levels of knowledge (Goodlad, 1990/1984). It helps lead them toward reaching and fulfilling higher levels of potentiality. Therefore, two of the four dimensions of teaching (the other two being building effective teacher–student connections, and the practicing of good stewardship) are now broached that Goodlad (1990/1984, p. 53) believes are necessary to establish in order to fulfill reasonable and attainable expectations of their realization.

Of the 19 postulates or presuppositions Goodlad (1990/1984, pp. 54–63) formulates, attending to ten of them (as illustrated in Table 7 below), Postulates Seven through Seventeen, inclusive, will dramatically address most of the criticism being brought against teacher preparation programs covered in this paper.

TABLE 7

GOODLAD'S POSTULATES SEVEN – SEVENTEEN, INCLUSIVE

POSTULATE SEVEN	Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing

	through them possess or acquire the literacy and critical thinking abilities associated with the concept of an educated person.
POSTULATE EIGHT	Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.
POSTULATE NINE	Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other oriented in identifying with a culture of teaching.
POSTULATE TEN	Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.
POSTULATE ELEVEN	Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.
POSTULATE TWELVE	Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never ending tension between the rights and interests of individual parents and special interest groups, on one hand, and the role of schools in transcending parochialism, on the other.
POSTULATE THIRTEEN	Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K–12 education for all children and youths.
POSTULATE FOURTEEN	Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.
POSTULATE FIFTEEN	Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for observation, hands on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.
POSTULATE SIXTEEN	Programs for the education of educators must engage future teachers in the

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	problems and dilemmas arising out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options.
POSTULATE SEVENTEEN	Programs for educating educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical years of transition into teaching.

These models of liberal arts/educational foundational infusion are to be designed by those faculty and administrative staffs per their respective universities and colleges so as to relate best to, benefit from and reflect upon, unique needs and specialized curricula demands suited to their regions' professional requirements. Such models aspire toward answering the calls for reform previously noted. As the reality of reform bears the most upon the teachers in the schools,[40] it is important that pre–service education students, and teacher certification programs as well, be given the best round of courses and professors that is possible to extend to them. Reforming schools and reforming teacher education go hand–in–hand (Else, 1997, August 1). The best teachers in the university will teach such courses. The universities and colleges wherein such teachers work will cherish such excellence. Mere surface praise by administrations and/or faculty attesting to their superior performance in the classroom is set aside. These best practitioners can be awarded for distinguished service by their being given a variety of professionally grounded incentives, recognition and awards, which are singly specified to their university or college's academic environment.

The idea of the best teachers instructing these courses is utilized to help ignite the imaginations and the minds of their students (Whitehead, 1929). Such teaching is meant to be caring,[41] reconceptual[42] and revelatory in nature wherein reflective practice[43] and

practiced reflection flourishes between students and teachers alike. It is teaching along scientific bases with pedagogical wisdom embedded in artistry and transformation.[44] These teachers will truly model the exemplary teaching practices (Collinson, 1996, July) as represented in their respective college of education's mission statements. Thus, if constructivism[45] is voiced as the model of teaching being practiced, sincere democratic collaboration between students and teachers results, not lip service to such a false proselytism. Cooperative learning, the use of updated instructional technologies, multicultural understandings (Rasmussen, 1995, October), and the sensitivity of considering and welcoming special needs students are only part of a fluent pedagogy utilized in these courses. Content knowledge, critical thinking, and the capacity to cogently express oneself verbally and in writing have paramount, if not greater, footing. For what good teaching can result from teachers having limited understanding of the subject(s) they purport to teach? Likewise, if the establishment of trust and authenticity in their relationship with students is a shallow one, upon what firm basis is the transference of learning and the sharing of educational concerns and professional values made?

Strengthening teacher preparation courses with liberal arts and educational foundations strands throughout core education program curricula helps students in developing their intuition, their reasoning powers, their sense and use of their imaginations (Holmes Group, 1988). An imparted aspect of the liberal arts and educational foundations is their respective spirit and value they carry in and amongst themselves. They help one to achieve greater degrees and caliber of knowledge, principles and understandings that help lead, in turn, to higher virtues of expertise and

professional fulfillment. Such an educational approach helps endow students and teachers with a communicative dexterity that is actualized in their own unique forms of expression and communication. Conjoined with improving critical thinking and understanding, and encouraged to expand their sensitivity and awareness about the contextual relationship of their craft to other forms of knowledge and understanding, helps them to approach problems in the field with this integrated comprehension. Assiduously applied judgment and evaluative discernment are marks of enlightened understanding toward which any educated person, let alone an educational practitioner, or educational program, need to embody and represent. Innovative approaches can more readily proliferate in such fertile intellectual structures and environments, which can only help lead teachers to solve the challenges they face more capably and more skillfully.

To resolve all those critical issues and challenges we face today in our profession requires people of intellect who have an understanding of the historical trends, sociological forces, psychological elements, and the attendant underlying philosophical currents and ideological perspectives in which education sets (Engell & Dangerfield, 1998). Not to pay heed to such matters mentioned here is to place our educational and home communities in peril, as Engell and Dangerfield (1998, May/June) say in the following quote:

It all boils down to one question: Does it matter? To us it's evident that our nation cannot steer the best course through our exciting but complex and perilous times without the aid and leadership of men and women who have mastered language, who can put together a sound argument and blow a specious one to bits, who have learned from the past, and

who have witnessed the treacheries and glories of human experience profoundly revealed by writers and artists. But if nothing changes, we will soon face our difficult world and our endlessly complicated future without new generations so trained. We will soon be looking not at a weakened tradition of humanistic learning and education, but a defunct one.

Poorly taught students, inflated grades, low quality student performance and ill–educated practitioners (Gatto, 1992) will be weeded out as a result of rigorously and humanely applied teaching practices in preservice education programs. Merely having students superficially appear for classes, and having them perform their necessary "seat time" in attending them, while requiring them to pay their tuition, only leads them to participating in a *cash cow* delivery system. Using teacher education programs to help fuel the cost of running university systems are not fruitful ways to encourage grounded theory and reflective practice to occur. Requiring students to critically examine the varying and interwoven levels knowledge and its interplay with education is just as important, if not more so, than making bulletin boards and planning field trips. To develop a profound understanding, to cherish the mystery of teaching and learning, and to acquire a mastery of one's pedagogical expertise, is to turn away from a fast–food form of schooling. It is the difference from being in training on company time to deep learning on an infinite sense of invaluable exploration. Watered down courses and an embittered taste of the menial as a result of pedantry and routine (Whitehead, 1929, p. 1) being the norm of daily schooling practices need to be left behind. Aspiring, encouraging, facilitating, and sharing with students an education leading toward a repertoire of

teaching mastery must become a new reality. A healthier respect within the profession needs to be reestablished as well as that of the greater public's respect toward the teaching profession.

Based upon its two-year study, the National Commission on Teaching and America's Future (1996, September) focused upon seven barriers hindering education from successful educational reform, and focused upon making five major recommendations. Table 8 below illustrates these barriers.

Barriers	Recommendations
❶ low expectations for student performance	
❷ unenforced standards for teachers	1. get serious about standards for both students and teachers
❸ major flaws in teacher preparation	2. reinvent teacher preparation and professional development
❹ slipshod teacher recruiting	3. fix teacher recruitment & put qualified teachers in every classroom
❺ inadequate instruction for beginning teachers	4. encourage and reward teacher knowledge and skill
❻ inadequate professional development opportunities & few rewards for knowledge and skill	5. create schools that are organized for student and teacher success
❼ schools that are structured for failure rather than success	

Transfusing the intellectual caliber inherent in the liberal arts and educational foundations into preservice teaching programs can directly respond to barrier number three and recommendation number two that are listed above. Not meant to be a panacea,[46] their

reintroduction and reconceptualization[47] into teacher preparation curricula can help correct some of the major flaws therein, as well as lead to a reinvention of teacher preparation. It offers a beginning opportunity in restoring into education integrity now missing for three decades. It goes to the spirit of true reform because what teachers know and can do is the single most important impact upon what students learn in classrooms; and preparing excellent teachers is a central strategy for improving our schools.[48] Thus, as an antidote to the complexity, and deepening labyrinth, of educational reform that is occurring today, the liberal arts and educational foundations merit serious consideration, especially in the manner of discussion this paper shares with the reader. Table 9, listed below, displays an initial listing of recommendations for which infusing a liberal arts and educational foundations strand into the core curriculum of teacher education programs offers the reform movement.[49]

TABLE 9

	RECOMMENDATIONS
1.	Promotes high expectations of intellectual achievement for preservice teachers to master.
2.	Promotes the requisite in-depth curricula for this knowledge to be acquired.
3.	Promotes professors who model in practice what they profess in theory.
4.	Promotes the experience of best practice to enhance the conceptual knowledge attained by preservice teachers.
5.	Provides for high standards of intellectual attainment as stated in the Council of Learned Societies in Education (1997), STANDARDS FOR ACADEMIC AND PROFESSIONAL INSTRUCTION IN FOUNDATIONS OF EDUCATION, EDUCATIONAL STUDIES, AND EDUCATIONAL POLICY STUDIES.
6.	Addresses intellectual inadequacies of preservice teachers, especially in their ability to understand, implement, apply and evaluate critical thinking and creative awareness into educational settings and environments.
7.	Provides schools of education structure for mastery not mediocrity of academic performance or minimalist efforts.
8.	Provides educational practitioners with the bases of interpretive, normative and critical perspectives[50] to address Goodlad's Postulates Seven to Seventeen.
9.	Leads the lifelong learner into a deeper appreciation and awareness of the integration of knowledge throughout the intellectual disciplines and the professional practices of education and schooling.
10.	Develops a contextual basis of understanding that is synoptic in nature rather than merely a superficial and eclectic one.

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An education of value, preeminently for teachers, has to be one that intellectually entertains and embues those ideal images, enchantment and experiences of discernment that the liberal arts and educational foundations can supply into students' learning experiences. In the following given quote, Scheffler (1991, p. 134) cogently illuminates key essential principles of what a vitalized education is, and what can be distilled from its teleological force upon one's nature.

Such works do not gain their significance as means to the achievement of certain ends independently defined. Rather, they help to define the ends that confer significance on other things as means. Holding exemplars of value before the growing mind is justification enough for various elements of education. For the job of education is not only to provide persons with useful techniques but also to provide techniques with persons who have been made sensitive to the endless quest for knowledge and ideal values. If the fruit of schooling is its use in life, it must be a life itself infused with a respect for knowledge and value.

Such opportunities as these are offer students and professors chances to discern and grasp certain underlying tendencies (Scheffler, 1991) and purposes within the phenomena of learning and human intellectual endeavor. The critical thinking and educational imagination (Eisner,) needed to be demonstrated and embodied by teachers today have to be aspects of concentrated reflection and deliberate action that "permeates every stage" (Scheffler, 1991, p. 35) of their teaching activities and lives. The infusion of a liberal arts and educational foundations strand into teacher preparation programs touches upon the

deeper purposes for which such programs exist. This infusion may even prove to be a sanctuary where the soul of education revives (Goens, 1996).

End Notes

[1]Many thanks to Dr. Kurt Dudt, Chair, Educational Foundations Department, at Indiana University of Pennsylvania, for his recommending this topic to the author and in his reviewing this paper.

[2]Please refer to Peterson & Hassel's (1998) work on school choice.

[3]For example, please refer to Illich (1970); Reimer (1971); Holt (1967); and Sizer (1984).

[4]Darling–Hammond (1994); Sizer (1992, 1996); and Sarason (1990, 1991, 1993, 1995, 1996).

[5]Borman & Greenman (1994).

[6]Earley (September 23, 1997); and Baker (April, 1994).

[7]Professional organizations such as the National Center for Public Policy and Higher Education, and The Heartland Institute can be represented in this group.

[8]Agencies like the National Board for Professional Teaching Standards, the National Commission on Teaching & America's Future (1996, September), and the National Commission on Excellence in Education are examples of those agencies calling for educational reform.

[9]Tisdale (1998, March 4).

[10]Garrett (1997, Fall); and the National Center for Public Policy and Higher Education (1998, April 21).

[11]Botstein (1997).

[12]Phelps (1993, Winter).

[13]Lindner (1988).

[14]Children's Defense Fund (1994).

[15]Menacher, Weldon & Hurwitz (1989); U. S. Bureau of Justice Statistics (1993); Toch (1993); and Metropolitan Life Insurance Company (1993).

[16]McCart (1994).

[17]Montenegro (1993).

[18]Helms (1990); and Tatum (1992, Spring).

[19]Shaefer (1996).

[20]Gallup Organization (1991, March); Centers for Disease Control (1992); and the Children's Defense Fund (1994).

[21]Stevens & Price (1992).

[22]U.S. General Accounting Office (1994).

[23]Centers for Disease Control and Prevention (1991); and Gibbs (1993, May 24).

[24]Popham (1993).

[25]Louis Harris and Associates (1993).

[26]Fox & Forbing (1992).

[27]Giroux (1981); Kliebard (1986); and deMarrais & Lecompte (1995).

[28]O'Neill (1981); and Spring (1994).

[29]Newman (1998).

[30]Pinsker (1989, July/August); and Silber (1989).

[31]Smith, (1980); and Pellow & Kuhns (1992).

[32]Wingspread Group on Higher Education (1993).

[33]Mainord et al (1991, November 15).

[34]Moskowitz & Stephens (1996, November).

[35]MacNaughton & Johns (1993, Summer); and Nicklin (1995, February 3).

[36]Farris & Smith (1993, Summer); and Woloszyk & Davis (1993, February 25).

[37]Labaree (1995, Winter); and Labaree & Pallas (1996a, June/July, 1996b, June/July).

[38]Please refer to the preceding end note.

[39]Benson, Glasberg & Griffith (1998); and Wilson (1998).

[40]Little (1993); Goal 4 Resource Group (1996, August); and the National Commission on Teaching & America's Future (1996, Fall).

[41]Noddings (1992, 1986, 1984).

[42]Pinar (1989, January/February, 1988, 1975).

[43]Schön (1989, 1987, 1983); Zeichner & Liston (1996); and Henderson (1992, 1988).

[44]Eisner (1991a, 1991b, 1985a, 1985b).

[45]Brooks & Brooks (1993); and Phillips (1995, October).

[46]Perkinson (1991).

[47]Pinar (1989, 1988, 1975).

[48]National Commission on Teaching and America's Future (1996, September).

[49]Having this list of recommendations was originally suggested by Alan Jones, Editor for Caddo Gap Press, and Secretary/Treasurer for the Council of Learned Societies in Education.

[50]The conceptual definitions for the interpretive, normative and critical perspectives can be examined by referring to the Council of Learned Societies in Education [CLSE] (1997, 7, 8) publication.

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